Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY
		Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Paris Independent School District	139-909	Paris High School/139909002	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
756002204	8		

Mailing address	City	State	ZIP Code
1920 Clarksville St.	Paris	TX	75460-

Primary Contact

First name	M.I.	Last name	Title
Missi		Downs	Instructional Technology Specialist

Telephone #	Email address	FAX #
903-737-7400	mdowns@parisisd.net	903-737-7515

Secondary Contact
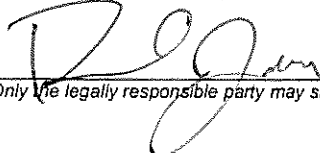
First name	M.I.	Last name	Title
Dale		Loughmiller	Director of Technology

Telephone #	Email address	FAX #
903-737-7472	dloughmiller@parisisd.net	903-737-7484

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Paul		Jones	Superintendent
Telephone #	Email address		FAX #
903-737-7473	pjones@parisisd.net		903-737-7484

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-14-107-108

Schedule #1—General Information (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	X	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	X	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 139-909	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID:	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Paris High School has 65% economically disadvantaged students. Only 48% of economically disadvantaged and 43% of African American 9th grade students passed the End of Course STAAR testing in ELA Writing I, and only 62% of economically disadvantaged and 55% of African American students passed the End of Course STAAR testing in ELA Reading I. (2012-2013 Texas Academic Performance Report) Providing the 9th grade students with technology resources that allow them to research, collaborate, and communicate at school and at home will increase motivation, engagement, and improve student achievement. The students will have 24/7 access to on-line data bases, productivity tools, creativity applications, and electronic instructional materials. This will allow students to reach our campus and district goals of making real world connections, promoting self-directed learning, and becoming life-long learners.

In order to provide our students with the most comprehensive digital resources to access electronic instructional materials at school and at home, we have researched and found that Chromebooks with the Google Apps for Education management suite will give our students the best tools for increasing student achievement in all core areas, especially reading and writing. Using registration data from the 2013-2014 school year, we estimate that there will be 252 9th grade students enrolled at Paris High School for the 2014-2015 school year. Each student (252) will receive a Chromebook with the Google Apps for Education package, a White Glove configuration service, and a 2 year laptop replacement warranty. This is a total cost of $82,404. In keeping with the goals of the grant to provide access to digital content and electronic instructional materials 24/7 to all students, those students identified as economically disadvantaged and cannot afford wireless Internet access at home, will be given the opportunity to check out wireless access devices to collaborate, communicate, and research to increase student achievement. It is estimated from student surveys that 10% of the 252 students will need access to these devices. AT&T will provide the devices free of charge through the TEXAN program. A yearly charge of $8,280, $16,360 for the life of the grant, will be paid for a group data sharing plan.

A comprehensive needs assessment is designed, monitored, and evaluated by a committee which includes the high school Principal, Instructional Services Coordinator, Librarian/Media Specialist, Instructional Technology Specialist, Director of Technology, and teacher representatives. This team meets once a month to determine if goals are being reached and if any changes or revisions are needed. The Instructional Technology Specialist and Librarian/Media Specialist will manage all facets of the program. They will coordinate the assignment and disbursement of the Chromebooks and wireless access devices. They will monitor student and teacher use of the devices by visiting classrooms daily, surveying all stakeholders, and meeting with the 9th grade teachers in weekly grade level planning meetings to help facilitate the program.

Evaluation of the program will be continuous. Classroom observations will be conducted weekly to ensure that teachers and students are successfully integrating the digital devices in their classes. Grade reports of all 9th grade students will be disaggregated every three weeks to ensure that academic gains are being made. Benchmark results will be reviewed in all tested areas with special emphasis on the reading and writing scores in each TEK objective.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

All statutory requirements are met and addressed in this application. Funds will be used to purchase Chromebook computers with the Google Apps for Education management system installed for all 9th grade students Wireless Internet devices will be available for check out to students who qualify in order to access digital resources and all electronic instructional materials at home. Netbook computers purchased as lending equipment for students through the Vision 20/20 grant will continue to be available for 10th-12th grade students to check out for home use and will now have the Google Apps for Education suite installed to ensure continuity across all grade levels.

All TEA requirements are answered completely and accurately in this application. The program described in this application aligns with the mission of Paris High School to equip each student with the knowledge and skills to be a life-long learner and productive citizen in an ever-changing world. The program described in this application provides students opportunities to build problem solving, critical thinking, and citizenship skills. A description of the process in choosing Paris High School as the campus with the greatest need of this grant program is detailed. Paris High School has a high number of economically disadvantaged students and requires devices to access electronic instructional materials in all core content areas. The 2013-2014 Campus STaR Chart identified the area of Students per Computer as an area of development. The lending program described aligns with the current curriculum by providing project based learning experiences for the students, as well as giving them access to required electronic instructional materials. Electronic instructional materials are used in all core content areas as main components of instruction and supplemental resources. A schedule of professional development for teachers in the use of electronic instructional materials is included in this application, along with the implementation of professional learning communities to provide continued assistance. The Paris High School building is only four years old and was built with the infrastructure to support a robust local area and wireless network. Bandwidth has been increased each year to ensure fast and consistent online access. A plan for providing home Internet access to students in need has been described. Working with AT&T, hot spot devices will be provided to these students. An application and check out system has been developed. Technical support will be provided to students by a campus technology technician employed by the school district. Support will also be available through the district technology department technicians. The check-out and check-in process will be administered through the school library. A digital scanning program will be used to account for all devices. The school Librarian/Media Specialist and Instructional Technology Specialist will set up and manage this process. The opportunity to check out a mobile hot spot for home Internet access will be given to students who have been identified as economically disadvantaged by the Texas Academic Performance Report for the 2013-2014 school year and through the Free and Reduced Price Meal application process for the 2014-2015 and 2015-2016 school year. Students who meet this qualification will be required to complete an application and present a parent or legal guardian signed form attesting to their lack of means to secure home Internet access. All technology lending equipment will be tagged with district asset tags as per local policy. A corresponding library identification label will also be placed on each device. A Technology Lending Agreement will be developed and implemented by the Instructional Technology Specialist, Director of Technology, Principal, and Librarian/Media Specialist by studying the effectiveness of the current Student/Parent Laptop agreement used for our present netbook deployment and the district Acceptable Use Policy. The present policy includes provisions for care of the devices and acceptable use of the districts resources and the Internet. Other schools' agreements will be studied and improvements and necessary changes will be made to include in the deployment of the Chromebooks, the mobile hot spots, and the implementation of the Google Apps for Education suite.

The Paris High School leadership team is committed to the goals of the Technology Lending Program Grant. They will take the experience gained through the Vision 20/20 netbook program to implement another quality technology lending program. They will collect and analyze implementation data, regularly observe integration lessons, view and evaluate integration projects and products, monitor all activities, and hold leaders and teachers accountable for a high level of use of the digital resources, electronic instructional materials and devices. They will meet monthly and analyze implementation data, provide feedback, training, tech support, and time and resources needed by campus based leaders and teachers. They will equally support learning environments for students to use their digital devices and resources 24/7 in high school and at home. Paris High school will work diligently to procure funds to continue this program after the grant period has ended.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 139-909		Amendment # (for amendments only):			

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016		Fund code: 410			

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$16,360	$0	$16,360	
Schedule #9	Supplies and Materials (6300)	6300	N/A	N/A	N/A	
Schedule #10	Other Operating Costs (6400)	6400	N/A	N/A	N/A	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$82,404	$0	$82,404	
Total direct costs:			$98,764	$0	$98,764	
Percentage% indirect costs (see note):			N/A	$1,000	$1,000	
Grand total of budgeted costs (add all entries in each column):			**$98,764**	**$1,000**	**$99,764**	

Administrative Cost Calculation		
Enter the total grant amount requested:		$98,764
Percentage limit on administrative costs established for the program (15%):		× .1
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:		1,000.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 139-909	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$0	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$0	
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	
1	2014-2015 - AT&T yearly data plan for mobile hot spots	☐	$8,280.00	
2	2015-2016 - AT&T yearly data plan for mobile hot spots	☐	$8,280.00	
3		☐	$	
4		☐	$	
5		☐	$	
6		☐	$	
7		☐	$	
8		☐	$	
9		☐	$	
10		☐	$	
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$16,360.00	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		

	Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted	
1	Contractor's payroll costs | # of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services	$0	
	Contractor's supplies and materials	$0	
	Contractor's other operating costs	$0	
	Contractor's capital outlay (allowable for subgrants only)	$0	
	Total budget:	$0	

Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 139-909	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
2	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services	$0	
	Contractor's supplies and materials	$0	
	Contractor's other operating costs	$0	
	Contractor's capital outlay (allowable for subgrants only)	$0	
	Total budget:	$0	

	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
3	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services	$0	
	Contractor's supplies and materials	$0	
	Contractor's other operating costs	$0	
	Contractor's capital outlay (allowable for subgrants only)	$0	
	Total budget:	$0	

	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
4	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services	$0	
	Contractor's supplies and materials	$0	
	Contractor's other operating costs	$0	
	Contractor's capital outlay (allowable for subgrants only)	$0	
	Total budget:	$0	

	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services	$0	
	Contractor's supplies and materials	$0	
	Contractor's other operating costs	$0	
	Contractor's capital outlay (allowable for subgrants only)	$0	
	Total budget:	$0	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 139-909	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services		$0	
	Contractor's supplies and materials		$0	
	Contractor's other operating costs		$0	
	Contractor's capital outlay (allowable for subgrants only)		$0	
		Total budget:	$0	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services		$0	
	Contractor's supplies and materials		$0	
	Contractor's other operating costs		$0	
	Contractor's capital outlay (allowable for subgrants only)		$0	
		Total budget:	$0	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services		$0	
	Contractor's supplies and materials		$0	
	Contractor's other operating costs		$0	
	Contractor's capital outlay (allowable for subgrants only)		$0	
		Total budget:	$0	
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$0	
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$0	
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$0	
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$0	
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$0	
	(Sum of lines a, b, c, and d) Grand total		$0	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2	Chromebooks	252	$327	$82,404	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29					
			Grand total:	$82,404	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 139-909	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			856	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	342	N/A	Attendance rate	94.3%
Hispanic	109	N/A	Annual dropout rate (Gr 9-12)	1.5%
White	366	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	9	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	556	65%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	13	1.5%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	67	.08%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											252				252
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											252				252

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 139-909	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs is prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Comprehensive district and campus needs assessments were used to determine the academic needs of Paris High School. This included collecting and analyzing student achievement data from all indicators on the Texas Academic Performance Report, local benchmark test results, and passing rates of students in all courses and grades. Attendance and student motivation to learn using technology was reviewed and analyzed during planning meetings. The 2013-2014 Paris High School Campus STaR Chart was reviewed. It identified in the Infrastructure for Technology category that students per computer was a developing technology that needed to be addressed. Technology committees used surveys, interviews, focus groups and classroom observations to collect data on the patterns of classroom use of technology by both teachers and students. The Campus StaR Chart, 2013 Technology Application TEKS Assessment and campus developed surveys were used to collect data on the level of proficiency of teachers and students in using technology as a tool to teach, learn and communicate in a digital environment. The StaR Chart revealed that the average in Educator Preparation and Development were Advanced. The campus developed surveys showed that 80% of the teachers and 90% of the students felt that additional devices for students would increase student achievement. The 2013 Technology Application TEKS Assessment given to 8th grade students identified that only 52% were rated proficient and 37% had basic technology skills. Quantitative data on the ratio of computers to students and the number of students who had access to computers 24/7 were also gathered through the 2013 Technology Application TEKS Assessment. The data showed that 10% of the students did not have Internet access in their homes. Only 48% of economically disadvantaged and 43% of African American 9th grade students passed the End of Course STAAR testing in ELA Writing I, and only 62% of economically disadvantaged and 55% of African American students passed the End of Course STAAR testing in ELA Reading I. (2012-2013 Texas Academic Performance Report). The 9th grade students must take more End of Course state testing than any other grade level group and are consistently scoring lower than other grade level groups on benchmark testing and in core subjects. 9th grade students have not participated in the netbook checkout program that has been available for 10th – 12th grade students. By providing the 9th grade students with the opportunity to have 24/7 access to a digital device and Internet, they will have equity with other student groups.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The percentage of passing 9th grade students on EOC Writing I and Reading I State testing is well below State average.	Students would have the opportunity to use technology to access resources, collaborate, and communicate with teachers and peers through a robust suite of online applications at school and at home. They would have 24/7 access to electronic instructional materials for all courses. This would give them greater opportunities to engage in critical thinking and problem solving activities to build skills for higher student achievement.
2.	Only 52% of tested students scored proficient and 37% scored basic on the online Learning.Com Technology Applications-TEKS Assessment.	Students would be given training and hands on experience with using 21st century technology skills to help prepare them for higher education and/or the work place.
3.	Surveys, interviews, and planning meetings with teachers and staff determined that students were lacking skills to become life-long learners.	Students will develop skills to help them connect and collaborate with others. Through social media, collaborative writing products such as Google Docs, Google Slides, Hangouts, and G-mail students will be able to build learning and social networks.
4.	Students do not have devices needed to access electronic instructional materials for activities in all core content areas.	Materials adopted for all content areas require access to electronic instructional materials. Students will have 24/7 access to these materials through Internet ready devices. Mobile hot spots will be available for check out for qualifying students who do not have Internet access in their homes.
5.	A survey of students needs indicated that 10% of At-Risk and Eco Disadvantaged students do not have access to wireless Internet at home.	Students identified as economically disadvantaged and that do not have wireless Internet access at home will be given the opportunity to check out wireless access devices to collaborate, communicate, and research to increase student achievement.

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Schedule #14—Management Plan

County-district number or vendor ID:	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Manager/Instructional Technology Specialist	Missi Downs will be the primary project manager. She has been the Instructional Technology Specialist for the district for the past four years. She received her Bachelor's degree in Marketing from Texas A&M Commerce, a Master's degree in Educational Technology in 2009 and will complete her principal's certification and Google Apps for EDU trainer certification during the summer of 2014. She was the project manager for the 1:1 laptop implementation for the high school beginning in 2010. She was instrumental in developing the policies for this program. She coordinates and facilitates all technology professional development activities for the district, as well as planning and coordinating the district's annual Technology Fair. She has developed and presented numerous technology professional development classes. She has training and experience in developing and facilitating technology rich lessons across the curriculum and grade levels to engage students in critical thinking, problem solving, and real world applications. 50% of Mrs. Downs' time will be dedicated to the Technology Lending Grant. She will be compensated by Paris ISD for her management of the grant.
2.	Director of Technology	Dale Loughmiller is the district's Technology Director. He has a Master Degree in both Educational Computing (2001) and Physics (2008) from Texas A&M Commerce, and is presently working on his Doctorate in Curriculum and Instruction . He previously served as a science teacher, Technology Integration Specialist, Science and Technology Facilitator, Area 8 Director of TCEA, and Distance Learning Coordinator at Region 8 ESC. The latter position he oversaw the operation of a large Wide Area Network that consisted of 46 Northeast Texas districts linked together to share classroom resources through video conferencing and Internet services as members of the local NTRETN consortium. He has provided and presented professional development for teachers, managed several large science grants, created science units for a state-wide curriculum project in the areas of !PC and Physics. 25% of Mr. Loughmiller's time will be dedicated to the Technology Lending Grant. He will be compensated by Paris ISD for his help in managing the grant.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	All teachers and staff participating in the Chromebook/GAFE program help develop and understand the goals, objectives, and policies of the program.	1.	Developed timeline to meet with all teachers and staff as grade level and by department.	08/2014	09/2014
		2.	Met with project committee	08/2014	09/2014
		3.	Met with teachers as grade level to go over program and answer questions.	08/2014	09/2014
		4.	Met with teachers in department meetings to go over curriculum specific objectives and answer questions.	08/2014	09/2014
		5.	Determined teacher representative to work with program committee.	08/2014	09/2014
2.	Gain student and parent support for Chromebook/GAFE program.	1.	Presented program to students and parents during freshman orientation meeting to gain buy in.	08/2014	09/2014
		2.	Google Site is created and linked to school website to provide program	08/2014	08/2014

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Goals and objectives are monitored through data disaggregation of benchmark results, daily observations, surveys, interviews, and feedback from all stakeholders. Student achievement data reports are reviewed by campus teams, the Instructional Service coordinator, and school administration in weekly and monthly meetings. A wide variety of communication tools are utilized to communicate needed changes; face to face faculty meetings are held monthly, the district and school employ an automated messenger system to phone, text, an e-mail notifications, a robust web site for the district and each campus is maintained, local newspapers and media are kept informed through a public relations specialist; parent and community members are involved in informational meetings throughout the school year.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

350 netbook computers are available for 10th -12th grade students to check out through a library database for home and school use. Students and their parents must sign the Student/Parent Laptop Agreement policy and complete training on best practices and online safety and citizenship prior to checking out a netbook. Four classroom sets of netbooks are available in carts for teachers to check out to use in their classroom. The carts are checked out through the library database. The netbooks are maintained and updated regularly by campus technology staff. Teachers receive ongoing technology integration training through professional development classes. We will continue the netbook program for students in grades 10 – 12, while implementing the Chromebook program for the 9th grade students. The same systems will be in place for both programs. Continuous quality training and support of students and teachers will ensure commitment to the project's success. Staff development days and professional learning communities will be used to work with teachers on best practices, as well as after school professional development classes, and lesson modeling by the Instructional Technology Specialist.

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Schedule #15—Project Evaluation

County-district number or vendor ID:	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Grade Reports/Benchmark Scores/EOC Testing Scores	1.	Student progress reports will reflect an average 5 point increase in grades in all core areas.
		2.	Benchmark results will increase by 10%.
		3.	EOC Reading 1 and EOC Writing 1 scores will improve to 75% and by 10% in all other tested areas.
2.	Classroom Observation	1.	Students are actively using the digital resources in Project Based Learning activities.
		2.	Teachers are facilitating the use of the digital resources to customize instruction to meet individual student needs.
		3.	
3.	Focus Groups	1.	Student and teacher groups verbalize ways that the digital resources are having 100% positive effects on student engagement and achievement.
		2.	
		3.	
4.	Surveys-Parent, Student, Teacher		Surveys reflect 95% positive feedback on benefits of program.
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student progress reports and attendance data will be collected every three weeks throughout the school year through the TxEIS student information system for all 252 9th grade students. Data will be disaggregated by core content area. Student benchmark and EOC assessment data will be collected through the DMAC solutions system and analyzed by skills and objectives after each assessment administration. Classroom observations will occur weekly with feedback given during weekly grade level meetings. Online surveys will be developed, administered, and data analyzed by the project team twice in the 2014-2015 school year, and three times during the 2015-2016 school year. As problems are identified the project team will develop and administer interventions in the form of professional development, peer tutoring, and co-teaching.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funds will be used to purchase Chromebook computers with the Google Apps for Education management system installed for all 9th grade students. In order to provide 24/7 digital access to all students, those students identified as economically disadvantaged and cannot afford wireless Internet access at home, will be given the opportunity to check out wireless access devices to collaborate, communicate, and research to increase student achievement. Working with AT&T, wireless Internet access devices will be provided free of charge through the TEXAN program with a monthly group data sharing plan being contracted. Students would have the opportunity to use technology to access resources, collaborate, and communicate with teachers and peers through a robust suite of online applications at school and at home. They would have 24/7 access to electronic instructional materials for all courses. This would give them greater opportunities to engage in critical thinking and problem solving activities to build skills for higher student achievement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Netbooks purchased in the 2009-2010 school year with Vision 20/20 grant funds will continue to be available for checkout to students in 10th -12th grades. Students will be trained to use the Google Apps for Education suites with the netbooks which will be consistent with the usage of the Chromebooks. The netbooks will continue to be maintained by the school technology technician.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

 Paris High School's mission is to equip each student with the knowledge and skills to be a life-long learner and productive citizen in an ever-changing world. The program described in this application provides students opportunities to build problem solving, critical thinking, and citizenship skills. Students would be given training and hands on experience with using 21st century technology skills to help prepare them for higher education and/or the work place. They would have the opportunity to use technology to access resources, collaborate, and communicate to build a strong foundation for the future.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All core content areas taught at Paris High School have electronic instructional material components which require digital devices for access.   This led to the prioritization of Paris High School for a technology lending program. Also considered was the number of End Of Course state test that are given at this level and the need for resources that will help build problem solving and critical thinking skills to meet the rigor of these tests.   The Texas Academic Performance Report identifies 65% of Paris High School students as economically disadvantaged. All 9th grade students will have the opportunity to participate in the technology lending program of Chromebooks. Students identified as economically disadvantaged and without home Internet access will also have the opportunity to participate in the technology lending program of wireless Internet hot spots. Students who qualify as economically disadvantaged through the Free and Reduced Price Lunch program application process and then complete an application showing their need of a home Internet access device will be given the opportunity to check out a hot spot device.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chromebook lending program aligns with the current curriculum by providing project based learning experiences for the students, as well as giving them access to required electronic instructional materials. The current classroom management policies include procedures and practices that specifically address student responsibilities and behaviors in relation to digital devices. Successful policies and procedures are in place from the previous netbook 1:1 program.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Electronic instructional materials are used in all core curriculum areas. Biology and Chemistry will use STEMScopes from Rice University. The main components are totally electronic/online. Physics, Integrated Physics and Chemistry will use Pearson products that have large electronic/online components with several of the experiments online. ELAR will use a variety of electronic instructional materials . Foreign Languages will use the totally electronic Rosetta Stone as a supplement.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Face to Face training has been scheduled in August of 2014 by instructional material providers for newly adopted materials. Follow up training will be on an as needed basis through webinars. Professional development classes will be taught on integration of the electronic instructional materials throughout the school year by qualified district staff. Professional learning communities are in place and will be used to collaborate and communicate on best practices and ideas for the successful implementation of the electronic instructional materials by all teachers.

All professional development opportunities for teachers involved in the grant program will be provided by trained PISD personnel at no cost to the grant. PISD will fund all training.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Paris High School is only four years old. The building is equipped with a stable wireless network which will support BYOT and 1:1 digital devices. Interactive whiteboard and projectors are in each classroom. Bandwidth has been increased each year to ensure fast and consistent online access.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mobile Hot Spots will be available to students in need through a plan with AT&T. Devices will be provided and a monthly data usage plan has been agreed. Students who qualify as economically disadvantaged through the Free and Reduced Price Lunch program application process and then complete an application showing their need of a home Internet access device will be given the opportunity to check out a hot spot device. 9th grade students will check out the devices through the library check out system on an as needed basis for an agreed upon number of days. Chromebooks will allow for filtering of content while at home.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Paris High School employs a full time Campus Technology Technician, Library/Media specialist, and Instructional Technology Specialist. The campus technology technician will be responsible for maintaining, repairing, and troubleshooting the digital devices. The district technology staff maintains the Local Area Network and wireless network for the building.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All 9th grade students will be given the opportunity to participate in the program. After extensive training of students and staff, and informational meetings with parents are held, Chromebooks will be checked out through the school library using the Destiny Quest library database system. Students will come to the library during their English classes, and using their school issued library identification cards will check out a Chromebook that has been labeled for their use. The librarian/media specialist and instructional technology specialist will be responsible for these procedures.
A campus technology technician will be available to troubleshoot and maintain the devices throughout the time of the grant.

The opportunity to check out a mobile hot spot for home Internet access will be given to students who have been identified as economically disadvantaged by the Texas Academic Performance Report for the 2013-2014 school year and through the Free and Reduced Price Meal application process. Students who meet this qualification will be required to complete an application and present a parent or legal guardian signed form attesting to their lack of means to rent or buy home Internet access.

Schedule #17—Responses to TEA Program Requirements (cont.)	
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County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All technology lending equipment will be tagged with district asset tags as per local policy. A corresponding library identification label will also be placed on each device. The label will include the student's name, student identification number, home-room teacher, and assigned library identification number. Mobile Hot Spots will also be tagged with district asset tags and library identification numbers. All devices will be checked in and out to students through the Destiny Quest library database system. Reports will be run and devices will be checked each month to ensure the proper handling of the devices. A laptop replacement warranty will be included with the purchase of each Chromebook.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Technology Lending Agreement will be developed and implemented by the Instructional Technology Specialist, Director of Technology, Principal, and Librarian/Media Specialist by studying the effectiveness of the current Student/Parent Laptop agreement used for our present netbook deployment and the district Acceptable Use Policy. The present policy includes provisions for care of the devices and acceptable use of the districts resources and the Internet. Other schools' agreements will be studied and improvements and necessary changes will be made to include in the deployment of the Chromebooks, the mobile hot spots, and the implementation of the Google Apps for Education suite.

Students will participate in a series of face to face and online training sessions on Digital Citizenship. They will be required to show mastery of the Technology Applications TEKS through an online assessment developed by the district before checking out school digital tools for home use.

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